

Inspection of a good school: The Bramptons Primary School

Harlestone Road, Chapel Brampton, Northampton, Northamptonshire NN6 8AW

Inspection date:

24 January 2023

Outcome

The Bramptons Primary School continues to be a good school.

What is it like to attend this school?

The Bramptons is a nurturing, child-centred school. Pupils feel happy and well supported. The school values, which include respect and courtesy, are at the heart of everything. Communication and relationships between pupils and staff are strong. Staff know their pupils and families well. Pupils look out for each other.

There is a restorative approach to behaviour, focusing on the school value of respect. In lessons, pupils focus well and enjoy their learning. During lunch and break times, pupils play happily and mix across all year groups. Bullying is very rare. Pupils understand what bullying is, including cyber-bullying.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Leaders help pupils develop the skills to become lifelong learners. Leaders have designed a curriculum which prepares pupils well for life in modern Britain. Pupils' knowledge of fundamental British values is secure. They understand how these values relate to their own lives. Older pupils can articulate that democracy is not secure everywhere in the world.

Pupils talk with pride about their school. They enjoy taking on responsibilities. Older pupils enjoy being 'buddies' for children in Reception.

What does the school do well and what does it need to do better?

Children make a strong start in the Reception Year. The classroom and outdoor environments support their learning. Expectations of children are high. Children engage well with their learning during whole-class teaching. They also have the opportunity to learn through play, independently and alongside their peers.

Staff use consistent and effective strategies to help pupils become fluent, confident readers. They thoroughly check pupils' understanding. Staff make sure that pupils catch up if they fall behind. Leaders have purchased new reading books. These books allow pupils to develop their reading fluency by practising sounds they have recently learned. There is a raffle ticket reward system in place to encourage reading at home. Pupils value these rewards. They develop a love of reading.

Leaders have developed a mathematics curriculum which sets out the important knowledge that pupils will learn. The curriculum ensures pupils build on their learning as they progress through school, from Reception to Year 6. Pupils talk positively about mathematics and enjoy their lessons. Teachers use questioning to develop pupils' vocabulary, and to check their understanding and recall of previous learning. Activities are purposeful and support pupils' learning.

Leaders use the ideas of 'diversity' and 'resilience' to underpin the curriculum. This is to ensure that pupils have opportunities to broaden their horizons. Staff help pupils to learn successfully in classrooms following national lockdowns.

Pupils can talk about their learning with confidence. For example, in key stage 1, pupils can explain what the monarchy is and how succession works. In lessons, all pupils focus on their studies and are keen to help each other succeed. Pupils ask questions and show real interest in what they are learning.

Leaders have not identified the precise knowledge that pupils will learn in all foundation subjects. Teachers do not always thoroughly check pupils' understanding in some of these subjects.

Pupils with SEND study an ambitious curriculum. There are clear systems in place to identify pupils with SEND. Staff provide these pupils with effective support in lessons. They work with wider agencies to secure additional support for these pupils when necessary. Some pupils receive extra support in the afternoons. Pupils with SEND value the support they receive in lessons from staff and their peers.

Leaders have made pupils' broader development a priority. They have a well-sequenced personal, social and emotional development programme in place. Pupils learn about relationships and sex education every week. Pupils have an age-appropriate understanding of different types of relationships. Older pupils can explain what happens to their body as they go through puberty. Leaders consult parents and carers about what pupils learn when appropriate. They have chosen to deliver units of work focused on topics precisely tailored to meet pupils' needs.

Pupils learn about the link between physical health and mental well-being. They have access to a range of sports clubs. Leaders use the school minibus to offer pupils a range of trips and experiences, including residential overnight stays.

Staff feel well supported by leaders. One member of staff, typical of many, said, 'I have never worked anywhere like this. I feel really valued.' Leaders encourage teachers not to take too much work home and to strive for an appropriate work/life balance.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of professional curiosity in relation to pupils' welfare. Leaders know their pupils and families well. All staff receive regular safeguarding training.

Staff know how to report concerns. Leaders work with external agencies to secure support when necessary. Governors fulfil their statutory duties in relation to safeguarding.

Pupils learn how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The important knowledge that pupils need to embed into their long-term memory is not yet explicitly identified across all subjects. This means that in some subjects, teachers cannot always ensure that pupils' learning builds on previous learning. Leaders should ensure that the important knowledge pupils should learn is identified in all subjects.
- In some foundation subjects, teachers do not always check pupils' knowledge of the content that has been taught. As a result, they do not consistently identify misconceptions and gaps in pupils' knowledge. Leaders should ensure that teachers have the knowledge and skills to know how best to check pupils' learning across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121803
Local authority	West Northamptonshire
Inspection number	10254898
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair of governing body	Lucienne Shakir
Headteacher	John Gillet
Website	www.bramptons-primary-school.co.uk
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The lead inspector listened to a sample of children in Reception Year and key stages 1 and 2 read to a familiar adult.
- Inspectors met with leaders responsible for behaviour, personal development and the provision for pupils with SEND.
- The lead inspector spoke to the local authority school improvement partner.
- Inspectors met with groups of pupils from key stages 1 and 2.

- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. She met with members of the governing board. This included the chair of the governing body.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaires.
- Inspectors spoke with parents at the end of the school day.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

Chrissie Barrington

Ofsted Inspector

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